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ABSTRACT

The stated objectives of the workshop were to help Home Demonstration agents improve the effectiveness of the Expanded Nutrition Program by helping them to develop and understanding of the principles of supervision and their application to the supervision of program assistants and aides. Speeches presented at the workshop are included together with planning models, case problems and examinations. (KP)

ED 069448

PERSONNEL MANAGEMENT TRAINING

For
The Expanded Nutrition Program

CE 000 701

Sponsored by: The Texas Agricultural Extension Service
Texas A&M University

July 1971

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PERSONNEL MANAGEMENT TRAINING

EXPANDED NUTRITION PROGRAM

July 19 - 20, 1971	Districts 8 & 11	Houston
July 22 - 23, 1971	Districts 10 & 12	Corpus Christi
July 26 - 27, 1971	Districts 1, 2, 3, 6, & 7	Abilene
July 29 - 30, 1971	Districts 4, 5, & 9	Tyler

FIRST DAY

8:45 - 9:00	Opening Remarks and Introductions	Hostess District Agent
9:00 - 9:15	Introduction of Program Outcomes: Understanding of the purpose and objectives of the training and a general review of the program.	Florence W. Low
9:15 - 9:35	Exam (Going-In) Outcome: Recognizing fundamentals of personnel management.	Kenneth Wolf
9:35 - 10:15	Concept of Management and the Organizational Structure in Extension with Special Emphasis on ENP Outcomes: Understanding of the concepts of management and organizational structure followed in Extension with Emphasis on ENP.	Claudia G. Williams
10:15 - 10:30	Coffee Break	
10:30 - 11:00	Hiring New Program Assistants (Working Leaders) and Program Aides Outcome: Gain techniques for locating, interviewing, and hiring program assistants and aides.	Myrtle Garrett

11:00 - 11:30	Breaking in Program Assistants and Aides Outcome: Understanding steps in starting new program assistants and aides on the job.	Myrtle Garrett
11:30 - 12:00	Case Problem Outcome: Discussion of problems encountered and possible solutions for hiring and breaking in program assistants and aides.	Agent Leader
12:00 - 1:15	Lunch	
1:15 - 1:45	Keeping Employees Productive By Planning Work Assignments Outcomes: Understand principles of improving productivity through planning work assignments and follow-up procedures.	Gordon Dowell
1:45 - 2:15	Case Problem Outcomes: Discussion of problems and possible solutions for planning work assignments.	Agent Leader
2:15 - 2:30	Coffee Break	
2:30 - 3:00	Keeping Employees Productive by Day-to-Day Supervision Outcomes: Understand techniques of instructing, criticizing, motivating, and guiding actual work.	Gordon Dowell
3:00 - 3:15	Film: "Meanings Are In People"	
3:15 - 4:00	Discussion of film Outcome: Understand the significance of non-verbal and verbal behavior in respect to the communication process.	Gordon Dowell
4:00 - 4:45	"Using Tools At Hand in Evaluating Program Assistants and Aides" Outcome: Understand use of present tools in evaluating program assistants and aides.	Nancy Boyd

SECOND DAY

8:15 - 9:00	Keeping Employees Productive Through Employee Performance Appraisal Outcomes: Understand the reasons for appraising employee performance and techniques for conducting the appraisal interview.	Kenneth Wolf
9:00 - 9:15	Film: "Performance Evaluation"	
9:15 - 10:00	Keeping Employees Productive Through Personal Example of Supervisor Outcome: Understand importance of personal example in supervision.	Dave Buesink or Howard Ladewig
10:00 - 10:15	Coffee Break	
10:15 - 10:30	"The Working Leader (Program Assistant), The Key Link in the Action Chain" Outcome: Understand the concept of "The Working Leader"	Florence W. Low
10:30 - 12:00	Training Working Leaders in the Art of Guiding the Work of Program Aides Outcomes: Develop a plan and schedule for training program assistants in the art of guiding work efforts of program aides. Will include teaching plans as follows: (1) Breaking in the new Aide (2) How to lay out work (3) Instructing, motivating, and correcting a worker (4) Setting an example which inspires productivity on the part of Aides (5) Evaluating employee performance	Claudia G. Williams Florence W. Low
12:00 - 1:15	Lunch	
1:15 - 2:00	Continuation of "Training Working Leaders"	

2:00 - 2:30	"The Art of Delegation" Outcome: Understand the necessity of delegating authority and responsibility and how to achieve it.	Kenneth Wolf
2:30 - 2:45	Coffee Break	
2:45 - 3:00	Review of "Going-In" Exam	Kenneth Wolf
3:00 - 3:30	"What Now"	Florence W. Low Claudia G. Williams

FWL:CGW:jm
7-19-71

OBJECTIVES

Personnel Management Training

for the

Expanded Nutrition Program

Home Demonstration Agents improve the effectiveness of the Expanded Nutrition Program by developing an understanding of the principles of supervision and their application to the supervision of program assistants and aides. To accomplish this agents will:

- Understand the concepts of management and organizational structure followed in Extension.
- Understand the importance of hiring and starting a new worker on the job.
- Improve techniques of keeping employees productive through planning work assignments, motivation, performance appraisal, counseling, personal example, and delegation of authority and responsibility.
- Understand the role of the working leader and her relationship to the program aides.
- Develop a plan for training program assistants in carrying out their responsibilities.

FWL:CGW:dmh
7-19-71

FLORENCE W. LOW

Assistant Director for Home Economics
College Station, Texas

Educational background. B.S. Degree in Home Economics Education, North Texas State University, 1934; Master's Degree in Home Management, Cornell University, Ithaca, New York, 1949; Graduate Studies at Michigan State University, 1946 and University of Chicago, 1960.

Experience. County Home Demonstration Agent, Henderson County, 1934-36; County Home Demonstration Agent, Lamar County, 1936-40; Home Economics Teacher, Athens High School, Athens, Texas, 1940-43; County Home Demonstration Agent, Fayette County, 1943-45; Acting Landscape Gardening Specialist, Texas Agricultural Extension Service, 1945-46; Home Management Specialist, Texas Agricultural Extension Service, 1946-52; State Leader, Cooperative Extension Service, University of Maryland, 1952-56; Head of the Home Economics Department, Texas A&M University, 1956-61.

Area of specialization. Provide leadership for Extension home economics program development, execution, and evaluation for youth and adults.

Honors received. Named to Who's Who in America, 1964, and Who's Who of American Women, 1965; Received the U.S. Department of Agriculture's "Superior Service Award", 1965; Selected Texas Home Economist of the Year, 1965; Named as honorary member of Phi Epsilon Omicron, 1969; Recognized by the School of Home Economics at Texas Tech University and Alumnae Association for leadership in the field of home economics, 1970.

Additional information. Mrs. Low is a native of Troup, Texas. She holds membership in the Texas Home Economics Association; American Home Economics Association in which she served as President, 1962-64; American Association of University Women; Texas Agricultural Worker's Association; and the Business and Professional Women's Club.

Family information. Mrs. Low is the widow of Edwin T. Low of Athens, Texas. She is the daughter of Mr. and Mrs. B. D. Wilkinson of Troup, Texas. One brother and two sisters also reside in Texas.

Compiled June 1971

KENNETH WOLF

Extension Economist - Agribusiness
College Station, Texas

Educational background. B.B.A. in Personnel Management, Baylor University, 1955; M.B.A. in Business Management, Texas A&M University, 1961; work mostly completed for Ph.D. in Agricultural Economics, Texas A&M University. Graduate of advanced Management School, The George Washington University, 1951; Graduate of Academic Instructor's School, The Air University, Montgomery, Alabama, 1959.

Experience. Civilian Personnel Officer in USAF, 1943-49: Manpower Management and Organization Staff Officer in USAF, 1949-59; Associate Professor of Air Science (Management) at Texas A&M, 1959-63; taught Business Management courses at night at University of Alaska, 1956-59. Extension Economist-Agribusiness, 1963 to present. Served as coordinator of an extensive study of Texas agriculture made by over 250 leading agriculturists across Texas and by the entire faculty and staff of the Texas A&M College of Agriculture, 1966-67.

Area of specialization. Gives leadership to educational efforts designed to up-grade the managerial skills of off-farm agribusiness owners and managers. Serves as resource person in developing and providing training to Extension personnel in supervisory management and in office management.

Honors received. Graduated cum laude (Baylor University). Awarded Air Force Commendation medal. Received Air Force Educational Achievement Award.

Additional information. Kenneth Wolf is a native of Johnson City, Texas, where he grew up on a ranch. He is an Air Force veteran where he progressed through every enlisted, warrant officer and officer grade to the rank of Major. He is an active rancher. He is a member of the American Agricultural Economics Association. Also, he is active in church and fraternal affairs.

Family information. Mr. Wolf is married to the former Norma Chaney, of Denver, Colorado. They have one married son, Rodrick; a married daughter, Phyllis; and a daughter, Wanda, who is a sophomore at Texas A&M.

Compiled June 1971

CLAUDIA G. WILLIAMS

State Home Demonstration Agent
College Station, Texas

Educational background. B.S. in Home Economics and Home Demonstration, Texas Woman's University, 1940; M.S. in Cooperative Extension Education (Administration), University of Wisconsin at Madison, 1959; graduate studies at Texas A&M University, University of Arizona.

Experience. Project Manager, National Youth Administration, Jasper, 1940-41; Home Supervisor, Farmers Home Administration, Mt. Vernon - Mt. Pleasant, 1942-47; Home Economics teacher, Mt. Vernon High School, 1947-48; County Home Demonstration Agent, Titus and Lamar Counties, 1948-56; District Home Demonstration Agent, District 10, 1956-62; Program Specialist, 1962-68; State Home Demonstration Agent, 1968 to present.

Area of specialization. Supervision and program development for county, district and state programs.

Honors received. Recipient of Kellogg Fellowship to do graduate work at University of Wisconsin National Extension Center.

Additional information. Miss Williams is a native of Granbury, Hood County, Texas, and attended Tarleton State College before receiving her degree from Texas Woman's University. She holds membership in the American and Texas Home Economics Associations, Adult Education Association, American Association of University Women, Altrusa International, Texas Professional Agricultural Workers Association. She has served as an officer and on the Board of Directors for many of these organizations.

Family information. Miss Williams has two brothers and one sister who reside in Texas.

Compiled June 1971

MYRTLE E. GARRETT

Extension Program Specialist-Limited Income
College Station, Texas

Educational background. B.S. in Home Economics, Prairie View A&M College, 1938; M.S. in Home Economics with a minor in Administration and Supervision, 1954; Graduate Studies at George Washington University in Human Development - Human Relations, 1962 and at Texas Tech University, 1970.

Experience. Elementary and High School Teacher, High School Home Economics Teacher, 1933-1943; County Home Demonstration Agent, Falls County, 1943-1946; District Home Demonstration Agent, December 1946-May 1965; Technical Leader with Agency for International Development, June 1965-October 1965; Extension Program Specialist-Limited Income, present position.

Area of specialization. Gives leadership to County Home Demonstration Agents and Associate Home Demonstration Agents conducting the Expanded Nutrition Program and other special programs (Model Cities) in human relations with special emphasis on understanding and working with low-income homemakers and their families.

Honors received. Member of Phi Upsilon Omicron, national home economics honorary society; member and past secretary, Epsilon Sigma Phi, honorary Extension fraternity.

Additional information. Miss Garrett is a native of Longview, Texas. She served as County and District Secretary to the Interscholastic League during her teaching career in Longview; was Vice-President to the local chapter Delta Sigma Theta, Inc., in Prairie View, 1961-62, and is presently a member of this sorority, a member of the local board of the Red Cross in Bryan, and a member of Brazos County Home Economics Association, Texas Home Economics Association and American Home Economics Association.

Family information. Miss Garrett's family includes two sisters, Mrs. I. D. Tims, Lufkin, Texas; Mrs. Sammy Williams, Longview, Texas; one brother, Mr. L. W. Garrett, Marshall, Texas, and thirteen neices and nephews.

Compiled June 1971

GORDON L. DOWELL

Studies & Training Specialist
College Station, Texas

Educational background. B.S. in Animal Husbandry, 1955; M.S. in Rural Adult Education, 1966; Ed.D. in Educational Administration, 1969, Oklahoma State University.

Experience. Assistant County Extension Agent, Seminole County, Oklahoma, 1957-66; Staff Assistant, Oklahoma State 4-H Club Staff, 1966; County Extension Director, Pushmataha County, Oklahoma, 1968-69; Academic Dean, Baker College, 1969-70; President, Baker College, January 1970 to July 1970; Studies and Training Specialist, Texas Agricultural Extension Service, 1970 to present.

Area of specialization. Dr. Dowell gives leadership to professional improvement activities for personnel of the Texas Agricultural Extension Service. This includes coordination of new agents training conferences, in-service training activities, and graduate degree programs.

Honors received. National 4-H Leadership winner, 1951; Oklahoma 4-H Hall of Fame winner, 1952; Alpha Zeta, 1954; initiated into Phi Kappa Phi, Honor Society, 1966.

Additional information. Dr. Dowell is a native of Payne County, Oklahoma having graduated from Eureka High School. After receiving his B.S. degree in 1955, he served two years in the Medical Service Corps, U.S. Army. He is a member of the Adult Education Association of the USA and of the American Society for Training and Development. He has served as president and zone chairman of the Lions Club and as president of Longhorn Recreation Laboratory. He is a member of the Church of Christ and has served as a part-time minister in several locations.

Family information. Dr. Dowell is married to the former Dorothy Goree Webb, Roswell, New Mexico. They have three sons, Stephen, Keith, and Kirk, and a daughter, Karen.

Compiled June 1971

NANCY R. BOYD

Program Coordinator
Expanded Food and Nutrition Education Program
Extension Service
United States Department of Agricultural
Washington, D. C.

Educational background. B.S. Degree, Shepherd College; M.S. Degree, University of Maryland.

Experience. Extension Home Economist, Beckley, West Virginia, 1956; Maryland Extension Service, 1962; Program Coordinator for the Expanded Food and Nutrition Education Program, Extension Service, USDA, present position.

Area of specialization. Program Coordinator for the Expanded Food and Nutrition Education Program which is a unit of the Division of Home Economics, Extension Service, USDA. She works mainly in 19 States helping State Program Leaders plan and carry out the Expanded Food and Nutrition Education Program.

Honors received. Member of the American Home Economics Association, the National Council on Family Relations, and the American Association of University Women. Received the Florence Hall Award from the National Association of Extension Home Economists for program innovation in the area of family life. Recipient of an Extension Fellowship.

Additional information. Miss Boyd is a native of West Virginia. She worked in two suburban counties--Prince Georges and Anne Arundel. During her six years in suburban Prince Georges County, homemaker club memberships grew from 800 to 2,300 and her special interest programs added five hundred or more participants.

Compiled June 1971

DAVID C. RUESINK

Extension Sociologist
College Station, Texas

Educational background. B.S. in Agricultural Extension, 1957, Michigan State University; M.S. in Rural Sociology, 1965; Ph.D. in Sociology, 1967, North Carolina State University.

Experience. Self-employed farmer in Michigan, 1948-1957; 4-H Club Agent, Michigan Cooperative Extension Service, 1957; Navigation Instructor, Air Training Command, 1958-60; Program Director, Farmers and World Affairs, Inc., 1960-63; Research Assistant, Teaching Assistant, and Instructor, 1963-1966, North Carolina State University; Assistant Professor, Department of Agricultural Economics and Rural Sociology (Teaching and Experiment Station), 1967-70, Texas A&M University. Extension Sociologist and Assistant Professor, Experiment Station, 1970 to present.

Area of specialization. Rural Manpower and Human Resource Development as it relates to Community Resource Development.

Honors received. College of Agriculture - Outstanding Student Activity Award, Michigan State University, 1957; initiated into Phi Kappa Phi, honor society, 1965; initiated into Alpha Kappa Delta, honor society, 1967.

Additional information. Dr. Ruesink is a native of Lenawee County, Michigan. He served 3 years in the U.S. Air Force stationed in Harlingen and Waco and was discharged in 1960 with the rank of first lieutenant. He is a member of the Rural Sociological Society where he is chairman of the Rural Manpower Committee; Southern Rural Sociological Section of Southern Agricultural Workers Association; Southern Sociological Society; Southwestern Social Science Association; and Adult Education Association; Elder in the Presbyterian Church, and on the Brazos Presbytery Witness Committee; and a member of the Lions Club. In 1957, he was a Grange exchange student for seven weeks in Germany and in 1961 he and his wife were on a cultural exchange program for seven weeks in India.

Family information. Dr. Ruesink is married to the former Lou Ellen Durham, of Comanche, Texas. They have two sons, Charles Anthony and Michael David, and a daughter, Katherine Grace.

Compiled June 1971

HOWARD W. LADEWIG

Extension Assistant Sociologist
College Station, Texas

Educational background. B.S. in Sociology, Texas A&M University, 1968; M.S. in Sociology, Texas A&M University, 1970.

Experience. Research Assistant, Department of Agricultural Economics and Sociology, Texas A&M University, 1968-70; Assistant Extension Sociologist, 1970 to present.

Area of specialization. Special emphasis on evaluation of Extension Service pilot program designed to aid low-income farm operators. In addition, Mr. Ladewig has published research findings in the area of attitude measurement in reference to communication usage and decision-making.

Honors received. Distinguished undergraduate student at Texas A&M University, 1967-68; member of Alpha Kappa Delta, Gamma Sigma Delta, and Phi Kappa Phi honor societies.

Additional information. Mr. Ladewig is a native of Wharton County, Texas. He served 4 years in the U.S. Air Force and was discharged in 1966. He is a member of the Southwestern Social Science Association and the Rural Sociological Society.

Family information. Mr. Ladewig is married to the former Betty Jean Lauritsen, Danevang, Texas.

Compiled June 1971

PROGRAM PARTICIPANTS

Nancy Boyd, Program Coordinator, Expanded Food & Nutrition Education Program Extension Service - USDA, Washington, D. C.

Dr. Gordon L. Dowell, Studies and Training Specialist, Texas Agricultural Extension Service

Myrtle Garrett, Program Specialist - Limited Income, Texas Agricultural Extension Service

Howard W. Ladewig, Assistant Sociologist, Texas Agricultural Extension Service

Florence W. Low, Assistant Director - Home Economics, Texas Agricultural Extension Service

Dr. David C. Ruesink, Sociologist, Texas Agricultural Extension Service

Claudia C. Williams, State Home Demonstration Agent, Texas Agricultural Extension Service

Kenneth Wolf, Economist - Agri-Business, Texas Agricultural Extension Service

INTRODUCTION OF PROGRAM

A conversation or visit with:

- Members of Commissioners' Court
- Legislators or Congressmen
- Extension staff (county and State)
- Representatives from other agencies and organizations
- Mass Media representatives
- The man or woman on the street

brings these kinds of reactions:

- The Expanded Nutrition Program is great.
- It is meeting a real need.
- When can we have it in "X" county?
- Methods being used are really reaching the low-income people.
- Families receiving commodity foods are now using them.
- When can you train our aides?

On and on the list could go. Summarizing we would be safe in saying that the Expanded Nutrition Program has and is meeting the goals and expectations established when it was started in 1969.

Many people are due recognition for the excellent leadership they have given the program:

- Director and other Administrative Staff Members
- County Extension agents
- Specialists
- Supervisors--Women and Men
- Resource people
- Associate Home Demonstration Agents (ENP)

We can take pride in our accomplishments; however, at the same time, we must examine critically all parts of the program to determine ways it can be strengthened, expanded, or improved.

Based on your own evaluation, an evaluation made by Synectics Corporation (formerly Datagraphics), and feedback from unit reports analyzed by the Reports and Analysis Branch of the Division of Management Operations and the Extension Service, USDA, some weak spots have been identified. We will be giving attention to these in our training during the next few months.

One area identified by all groups--and underlined with a red pencil--is "Effective Management Techniques," and one part of this is "Personnel Management."

It is not surprising that this concern shows up as one of the major problems:

- The concept of employing, training, and using program aides to teach is new to Extension.

- The concept of employing and using program assistants as a part of the working team is also a new idea.
- The program has grown to be "big business" almost overnight.
- The first aides were employed in early 1969. By the end of that year about 400 aides were working.
- We presently have 1,097 positions--about 97 for program assistants and 1000 for program aides. There are approximately 340 county home economics staff positions.
- Most of us have had limited training or experience in supervision or personnel management. This has meant a new kind of responsibility.

During the next two days, we will be directing the training to "Personnel Management." We are aware that there are other concerns; but we will work on these at a later date. So, let's forget other things which may be "bugging" us and concentrate on ways of strengthening the program through improved personnel management.

We appreciate the assistance you gave in identifying the major problems involved in personnel management. You identified such areas as:

- Job responsibilities at all levels
- Time management--associate agents, program assistants, and aides
- Planning work with program assistants and aides
- Giving constructive criticism

- Counseling
- Jealousy among workers
- How to handle gossip

Your concerns provided the background for the development of the program.

I would like to recognize the people who helped develop the program and who will participate in the training.

OBJECTIVE

Home demonstration agents improve the effectiveness of the Expanded Nutrition Program by developing an understanding of the principles of supervision and their application to the supervision of program assistants and aides.

Program assistants and aides are key words. These people have a different background, training and experience from most employees of the Extension Service. They have been described as:

- "Low-skilled" employees
- Sometimes lack education or training for employment
- May have economic and cutural problems
- May be prejudiced because of their experiences in minority groups.
- May be skeptical--do not believe what they hear or what they are told.
- Lack confidence

Working with the "low-skilled" in a constructive manner may mean putting aside some of our customary attitudes, as well as some of our training methods and techniques used with middle-income groups, and replacing them with ideas and techniques tailored to meet the special needs of the disadvantaged.

ROLE OF SUPERVISOR

The role of the supervisor is to help employees grow. After a person has been employed, the major objective of a supervisor should be to provide the climate, training, and support for the fullest development of the employee.

Based on the suggestions you sent, we delineated five major areas of concern:

- Understand the concepts of management and organizational structure followed in Extension
- Understand the importance of hiring and starting a new worker on the job.
- Improve techniques of keeping employees productive through planning work assignments, motivation, performance appraisal, counseling, personal example, and delegation of authority and responsibility.
- Understand the role of the working leader and her relationship to the program aides.
- Develop a plan for training program assistants in carrying out their responsibilities.

The two-day training will not provide you with a set of rules or regulations that will automatically solve all personnel management problems. Teaching will be based on principles and concepts. Hopefully, you will acquire an understanding of these principles and ways they can be used in your situation, and I might add confidence to apply them, so that you can become a skilled personnel manager.

Prepared by Mrs. Florence W. Low, Assistant Director for Home Economics, Texas Agricultural Extension Service, Texas A&M University, for Personnel Management Training for the Expanded Nutrition Program, July, 1971.

E X A M

(Personnel Management)

TRUE OR FALSE: (Circle correct answer)

1. T F A new Program Aide should be pretty much left to herself the first few days of employment so that she can have a chance to "find herself" on the new job.

2. T F The ENP performance appraisal system is a device aimed primarily at assisting supervisory personnel in their performance of the controlling function of management.

3. T F An organizational structure and procedures should be designed to make operating as easy as possible.

4. T F It is a good practice for county agents to allow the office secretary to open the mail.

5. T F A good secretary will be as general as she can in answering telephone callers regarding the whereabouts and availability of agents.

6. T F An office, where a secretary serves more than one staff member, will be more efficient if each staff member sets aside a specific time each day when dictation will be given.

7. T F To gain the acceptance of a group of subordinates, it is a good practice for a supervisor to become "one of the gals" as soon as she can.

8. T F Most Extension workers are so busy that they have little difficulty in delegating things to do to others.

9. T F The best person to introduce a new Program Aide to the people with whom she will work is another Program Aide if that is at all possible.

10. T F It is good supervisory practice to follow-up frequently with new workers because they will be hesitant to ask questions during the early days of employment.

(Continued)

11. T F A good supervisor will make it a practice of having employees who bring her problems to solve, to also bring her a suggested solution for each problem presented.

12. T F County ENP supervisory personnel should be careful to refer to Extension efforts, policies and programs which are District or State-wide as "them," "their," "they," rather than as "we," "our," "us."

13. T F A supervisor is correct when she says, "I supervise all my workers the same. What is good for one is good for the next. A boss cannot afford to treat them differently, lest she be accused of favoritism."

14. T F A good performance appraisal interview between the supervisor and the employee will be made in as casual and informal manner as is practicable.

15. T F In a progressive and dynamic organization, it should not be necessary for a supervisor to have to document instances of inefficiency in order to release a worker.

16. T F Requiring daily plans of work from Program Aides will likely hamper their initiative.

17. T F It is a poor supervisor who asks an employee how he would like to be supervised.

18. T F In deciding which job to do first at the beginning of a day, it is wise to first tackle the one which is heaviest on the agent's mind.

19. T F An agent should include the appropriate Program Assistant in all her discussions concerning work assignments and quality of work with Program Aides.

FILL IN BLANKS:

If you want to be most effective as a supervisor, make it a practice of _____ an employee in public and _____ him in private.

When we delegate, _____ and _____ must be in balance, if the best results are to be realized.

(Continued)

LIST:

List the three "make or break" aspects of employment every employee must be told if maximum efficiency is to result:

a.
b.
c.

What are the four steps in teaching a skill to anyone, and in what order should they be accomplished:

a.
b.
c.
d.

Prepared by Mr. Kenneth Wolf, Economist - Agribusiness, Texas Agricultural Extension Service, for Personnel Management Training for the Expanded Nutrition Program, July, 1971.

CONCEPT OF MANAGEMENT AND THE ORGANIZATIONAL STRUCTURE IN EXTENSION WITH SPECIAL EMPHASIS ON ENP

The Texas Agricultural Extension Service now operates in a new era. New programs, professional and para-professional personnel, new assignments -- there is constant change and more rapid change than ever before in history. Management activity becomes increasingly important. The Expanded Nutrition Program has added a new dimension to management within the Texas Agricultural Extension Service. Suddenly, a county unit has become a small business - recruiting, selecting, employing, training, supervising, reporting. A person with a background of training in technical subject-matter is suddenly faced with management decisions.

Frequently, we hear the term management system. Ken Duft defines this as "a managerial effort taken to initiate an operational program(s) designed specifically to generate a smooth, effective, and efficient flow of information from those providing it to those in need of it for decision-making purposes." Thus, we may assume that emphasis must be given to understanding the structure and that there must be satisfactory interaction of personnel and good communication.

A good system does not spontaneously evolve from within an organization. A conscious effort must be made by every member of the organization to perfect the system. Careful, diligent work can bring desired results through developing the organization. It has been said that management in a system is not invested in one individual. Each person in the organization has managerial

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responsibilities or activities -- they contribute to the system. A management system may be described as a process. We are familiar with program building as a process, thus we can better understand the process of management. Let's take a look at the management system:

VISUAL (Cycle) Here we note that management is a cycle. Frequently, this cycle is described as administration, which is the act or process of distributing, directing, managing, guiding a group of individuals toward some common goal. Each of the parts within the cycle -- planning, organizing, directing, and controlling -- are all going on at the same time. Each organization has its tools, facilities, personnel, policies and procedures that make up the process, but management is the process of getting things done through people.

Your training for these two days will be most valuable to you as you see your job in managing or administering an Extension educational program in your county, more specifically the Expanded Nutrition Program.

A business has sales and promotion evident in its management. Our product (sales) is educational programs. The challenge is to administer the programs effectively and to guide human and physical resources into a dynamic organization to reach the desired goals.

ISUAL (Management Activities) Here we illustrate that each of the management or administrative duties is a necessary part of the work each of us does in our educational program. We could have perhaps added more subjects to make the chart even more applicable.

Extension is a management system and is staffed with managers. The manager may be compared to a teacher - the person who is developing and helping other people so they can do things better than he can do. Let's look at the functions of the management process and also the elements in the Extension management system that we have to manage. Of course, these are done through people. This means guiding -- not pushing, forcing, or driving. In other words, we must balance the human resources and the physical resources within the management system so that the goals may be reached.

VISUAL (Cycle) - Planning We have in a management system a planning function. In this step, we guide people to define objectives that are realistic and based on identified needs. The objectives are as long-ranged as possible. From objectives, planning progresses to establishing specific goals or steps to take in reaching the long-range objectives.

Thus, planning is setting out a course of action (expectancy), and it is done in advance. Compare this to our County Program and Plans of Work. The plans are then communicated to all staff members or to all people who are involved. The efficient Expanded Nutrition Program unit sets forth objectives and goals for the year, and each staff member has a part in determining them. By each staff member, I am referring to both professional and para-professional staff.

VISUAL (Cycle) - Organizing Another function of management is organizing. Here we gear up to get the job done. Detailed plans are developed for major programs, projects, or special programs - teaching plans, schedules, training,

etc. These plans must be closely related to the objectives and goals because they help us achieve them. Organizing implies that time is allocated to the programs and projects that are planned and methods for conducting the programs are determined. In short, a specific course of action is determined. Again, adequate communication and interaction of people are essential.

The Expanded Nutrition Program unit has a definite pattern of operation. The professional develops plans for teaching aides. Aides, in turn, organize to teach homemakers. Teaching plans, visuals, and other teaching aides are developed and arranged to help carry out assigned tasks. A day-to-day schedule is developed. Nothing can be left to chance; it must be organized. VISUAL - This visual will help illustrate these two functions of management. Our objective suggests where we want to be, the goals tell us how to get there, and the organization of the trip provides the time, method and mode of operation.

Delegation of plans to individuals, staff, committees, leaders, or other resources is extremely important in a dynamic organization. The manager takes a careful inventory of resources and delegates according to program needs and capabilities. This is a part of organizing.

With delegation there is, of necessity, adequate authority to perform. We are not as concerned with legal authority, although the Director of Extension is delegated this type of authority, as we are with technical or operational authority. This type of authority involves delegation of duties and obligations to the individual. These are specific, but they are carried

out by humans, and we must accept that there is human error. We must remember with delegation responsibility or accountability is also considered.

Authority, as we use it here, is not synonymous with power -- it is permission. Adequate permission to perform - to operate - is necessary to goal achievement. Zeal, moral concern, patience, and understanding are of significant value to the manager as he delegates authority and creates an equal feeling of responsibility to those to whom delegation is made.

VISUAL (Cycle) - Directing We often hear this function described as actuating or motivating. It is the implementation function in our process. All too often the manager operates under the basic philosophy, "I'd rather do it myself than to exercise the patience, understanding, and skill that are required to get somebody else to do it." The manager is the coach, a teacher, the person who is developing and handling people so they can do things better than he can do them. Direction then is supervision - instructing - getting plans carried out.

Adequate communication is extremely important to the implementation function in a management system. If implementation is accomplished, instructions must be provided. Some characteristics of good instruction are: (1) compliance is reasonable -- something that the instructor and instructee can see accomplished; (2) skills and capabilities, external and internal conditions, are considered; (3) the instruction should be complete and clear. Verbal instructions are used predominantly, but written instructions are often used.

Can you see the importance of the detailed plan of work, the office conferences, counseling sessions, letters, memoranda, teaching plans, and reports as means of communicating - or directing management functions? In addition, we recognize that customary operating procedures and policies, a very important part of direction, must be communicated to others in the organization. Each individual in the organization has to have a clear understanding of methods, philosophy, objectives, and plans. New personnel respond better and morale is higher when an explanation of why is made as instructions are given. Involvement of personnel in planning and formulation of the plans for implementation is highly profitable to the organization through improved cooperation, minimized "bossing," and the development of people.

VISUAL (Cycle) - Controlling Direction moves into control as the supervisor checks on actual performance, gives praise or criticism, and further motivates personnel. In the Expanded Nutrition Program we have reporting. Currently, we have SEMIS activity reporting, Section I and IA and Section II of the Performance Review, monthly reports, aides' reports, and family records.

Control is assuring that the performance conforms to the plan. You, of course, recognize that this function is related to objectives, planning, preparation, and procedures. If control in an organization is achieved, there must be some setting of standards. For the professional Extension personnel, the position description identifies the responsibilities of an agent pertinent to a particular job. Section II of the Performance Review

sets the standards to be achieved. When Section II is completed for an agent, there is an opportunity for the employee to know the standards for which he is accountable and also how far he has gone toward reaching the standard.

We have the evaluation form for aides and assistants. This is completed and provided the employee and measured alongside the job description. A part of the process is comparing actual performance with standards and goals already established. This is made possible by reports. What about the Dietary Food Recall - a measure of progress for homemakers? Along with written reports, we use personal observation and oral reports to provide means of appraisal of the performance of employees.

After standards are set and actual performance is compared with the standards, a positive push is often needed. This push can be provided through job satisfactions, morale, security, recognition, salary incentives, diligent supervision, all of which create within the individual a positive desire to do the work effectively and efficiently.

Now, if the management system is able to provide these needs to its employees, the organization of people is necessary. The system itself is lifeless. The people in Extension are the lifelines - managers. Let's explore the organization we have through which a changing, flexible, adaptable system operates.

ORGANIZATION CHART There is really nothing new about this chart. Perhaps you can look at it now in view of the functions of management that we have described. Too, you will want to be familiar with it as this program evolves.

We have to see ourselves as managers in a management system. This idea we have tried to describe. We will see from a study of this chart how coordination of management duties is achieved. This is frequently referred to as the military "chain of command" or line of communication. The Director delegates to the state office, state office to the district office, district office to the county office, and county office to individuals within the county office.

At each level, state, district, and county, duties are specified in job and position descriptions. Specific responsibilities are delegated for planning, training, implementing, evaluating, reporting, and for office management.

It is in this type of organizational structure that management functions are extremely important, yet coordination is difficult. Coordination is not forced upon individuals. It takes place willingly. At the state, district and county office, one person is designated as chairman. Although there is no supervisory authority delegated to this position, the coordinative responsibility is extremely important, especially in the multiple agent county. Communication of policy, operational procedure, and other instructions are accomplished at this level. However, in the supervisory line, we must expect the real accomplishment of goals and review of performance of each individual. It is here that we can keep the organization functioning smoothly and efficiently and achieve the objectives. Responsibilities and authority must be clearly defined. Authority is delegated as far down the line as possible and the person who delegates must be prepared to support the decisions of others down the line even though he may not always be in full agreement. An important point to remember is that authority comes from consent not from command.

Now, look at this section of the line if you will.

VISUAL (County Staff) Everyone is responsible to someone else in the line.

The county home demonstration agent has the total, overall coordinative function of the county Extension home economics educational program. Traditionally, this has been adult and youth programs. More recently, the work has been expanded to include aging programs, Expanded Nutrition Program, and other special programs. You will recall that in the county office with multiple personnel, one person is designated as chairman. In a multiple agent situation like this, one person must be held responsible for the total program with each person delegated authority and responsibility according to his job description.

Each home economics agent in the county has a responsibility to the Expanded Nutrition Program - to participate in office conferences, to assist with training, to attend resource and advisory committee meetings, to make home visits, and to be informed of the progress of the program. The county home demonstration agent should be involved in evaluating aides for salary adjustments and job performance counseling. This may be delegated to the coordinator where we have ENP coordinators designated. The county home demonstration agent has the responsibility to communicate policies and procedures to the total staff.

The associate home demonstration agent performs the jobs and responsibilities outlined for her in the job description. These include recruiting, employing, training, and supervising program assistants and program aides. Teaching, reporting, and other elements of management are also a part of this job description.

She is delegated authority to make decisions in regard to the program, remembering however, when first-time decisions are made that counseling with the home demonstration agent is a wise thing to do. This session must be a two-way sharing of ideas. After policy and guidelines are understood, the associate home demonstration agent will make decisions based on past experiences. Responsibility for the Expanded Nutrition Program rests first with the associate home demonstration agent and then finally with the county home demonstration agent. The associate home demonstration agent will keep the total staff informed of the Expanded Nutrition Program - including successes, needs, and possible involvement of staff members. Where possible, the associate home demonstration agent will be asked to speak to groups about the Expanded Nutrition Program. The county chairman is sometimes delegated responsibilities to the Expanded Nutrition Program. He should be kept informed of the program.

If we have concepts other than these, we are not developing people. We do not think that one person is under another. We operate at different levels with different job responsibilities.

Working relationships between all people within the organization and with those that the organization expects to affect or change are important and can be improved through a study and application of management. This demands an understanding, insight, and knowledge of people and an understanding of supervision. Supervision is the development of people. You have that responsibility. You will have an opportunity during the next two days to improve your competency in supervision or management.

Prepared by Claudia G. Williams, State Home Demonstration Agent, Texas Agricultural Extension Service, for Personnel Management Training for the Expanded Nutrition Program, July 1971.

YOUR JOB AS A PROGRAM AIDE

Major Responsibilities of Program Aides

A. Take training for the job

This will include:

1. Three weeks intensive in-service training before work is done with homemakers and/or youth

2. Weekly training on problems relating to the job and to learn new skills and methods of working and improve old ones

3. Conference with Working Leader (program assistant) or agent called by associate home demonstration agent, for the purpose of discussing personnel or job related problems

B. Use major methods of working with homemakers

1. Become acquainted with, and work with low income homemakers through the Home Visit Method - both contact and working visits

2. Learn approaches and techniques of working with low income homemakers through Small Group Work

3. Working through these methods, recruit and work with volunteer youth leaders. Recommend youth leaders to Working Leaders - youth (program assistant - Y)

C. Standards of performance

1. Enroll and work with 100 homemakers during a twelve (12) month period

2. Learn and use proven techniques of understanding and recognizing the need for group work and move homemakers into groups when they are ready

3. Perform as a teacher when working with individual homemaker and while working with youth and homemakers in groups

   a. Learn and use the four basic steps in teaching

   b. Learn and use the four steps of instruction in teaching (2 and 3 complement each other in teaching)

4. Teach homemaker and youth individually and in groups how to:

   a. Prepare food using simple recipes for low cost milk, inexpensive cuts of meat, fruits and vegetables and cereals

   b. Plan and prepare complete and balanced meals

   c. Shop for food, pointing out cost differences in various foods such as staples, milk, vegetables, fruits, cereals, etc.

   d. Keep and store food to prevent waste

   e. Make use of food stamp or donated food program

   f. Grow and make use of home gardens where practical

   g. Apply basic principles of nutrition

   h. Become better managers of all resources---money commodity foods, food stamps

5. Develop and practice good working habits

   a. Learn and follow policies and procedures

   b. Observe established working hour

   c. Show respect and regard to agent, working leader, co-workers and homemakers

   d. Show cooperation in carrying out assigned duties

D. Organize work

1. Plan work at two levels

a. The working visit and group work with the individual homemaker and homemakers who are enrolled in groups

b. Make detailed plans for the next teaching session or activity to include skills, subject matter information, preparation and use of visuals for carrying out plan (a) above

E. Records and reports

1. Keep a daily record of home visits made, group meetings held, hours worked, and miles traveled on the job

2. Take family records I, II and III periodically as required by supervisor

3. Make special and other needed reports as designated by supervisor

F. Discuss the need for and encourage program families to participate in other Extension Service and community programs and activities as they grow and develop.

G. Be aware of community resources available and encourage families to use the appropriate ones. Alert the program assistant and associate home demonstration agent to the needs of homemakers and their families.

Prepared by Myrtle E. Garrett, Program Specialist-Limited Income, Texas Agricultural Extension Service, Texas A&M University, July, 1971.

HIRING NEW PROGRAM ASSISTANTS
(WORKING LEADERS) AND PROGRAM AIDES

(Teaching Plan)

I. Objective: Associate Home Demonstration Agent understand the steps to take in hiring ENP program assistants (working leaders) and program aides

II. Methods and Materials:

Illustrated lecture

Acetates

Tape recording and discussion

III. Introduction and Procedure

A. Main elements of hiring

1. Recruiting

2. Selection

3. Placement

B. What to do before hiring (preparation)

1. Review job description of working leader and program aide

a. Understand duties of each worker

b. Analyze job description to determine exactly kinds of skills needed to do the job

(1) Good physical health, walking, standing, carrying teaching materials

(2) Good mental health for teaching

(3) Reporting

c. Kind of person needed to fit the job

(1) Age

(2) Education

2. Have wage rate clearly established in mind in order to vocalize intelligibly with applicant concerning

a. Proper relation to those in other programs

b. Competitive for the area

c. Adequate to live on

3. Become acquainted with benefits to be derived from program

a. Travel pay

b. Workmen's compensation

c. Merit increased in salary based on performance

d. Social security

e. Rewarding - workers improve self and others

4. Study policies and rules regulating the EMP program

a. Hours of work

b. Absenteeism

c. Sickness

d. Pay day

e. Vacations

f. Holidays

g. Conduct on job

h. Separation procedure

5. Study application form (show form on overhead projector)

C. Consider sources (recruitment) and recruit

1. Employment commission
2. Word of mouth
3. Churches
4. Schools
5. Mass media
6. Classified ads
7. Welfare
8. ENP personnel
9. Other

D. Take applications and review application forms

1. Check references
2. Check last employer or two
   a. Personal investigation
3. Sort out best applications

E. ENP supervisor interview applicant in her home

1. Put applicant at ease in conversation
2. Ask questions to get information about
   a. Attitudes toward job
   b. Attitude toward others (see program assistant and program aide job description for other information needed)
   c. Open-ended questions are good to use (see ENP-4 for additional information)
   d. Play interview tape and discuss (attached script carries information)

F. Whan all ENP positions are filled, placement and note questions in script, the Associate Home Demonstration Agent should notify all other applicants by letter that all ENP positions have been filled

1. Thank prospects for their interest

2. Builds good relationships

3. Provides an active file for future recruitment

G. Results of poor hiring

1. Added cost in training and re-training due to inefficiency

2. Creates poor relations within the program and the community

H. Roadblocks to good hiring

1. Agent thinks she's an excellent judge of human nature--because the applicant--looks her in the eye--agent judges---"She's a nice lady", "I like her", "She has character"

2. On the opposite end also, "She's not interested", "Doesn't talk much!"

3. Thinking that in one interview she is able to make a complete reliable diagnosis of a person's character and can clearly forecast her future achievements

4. Short notice "quits" to be replaced in a big hurry

5. Poor evaluation of previous job

a. Titles are misleading

b. Wages inaccurately stated

6. Somebody's friend or relative

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Prepared for Expanded Nutrition Program by Myrtle E. Garrett, Texas Agricultural Extension Service, Texas A&M University, College Station, Texas, July, 1971.

BREAKING IN PROGRAM ASSISTANTS
(WORKING LEADERS) AND AIDES

(Teaching Plan)

I. Objective: Supervisors of ENP understand and use better methods of starting program assistant and aides in their new jobs

II. Methods and Teaching Materials

Lecture - discussion

Teaching plan

III. Introduction

A. Orienting new workers to the Extension Organization Personnel and the Expanded Nutrition Program

B. Some key points supervisors need to remember about new ENP program assistants and aides

1. First impressions are usually lasting ones

a. How new workers perceive the professionals

b. Their views of the program through their own eyes

c. Their assessment of the working environment

d. Determines turnover among workers to some extent

2. The way program assistant (working leader) and program aides feel personally

a. She may feel conspicuous

b. She may feel afraid of the unknown

c. She doesn't want to feel stupid

d. She may be afraid of not knowing anyone in the program

e. She wants to be accepted

C. Associate Home Demonstration Agent introduces new ENP workers to others in and associated with the program

1. Their peers

2. ENP secretary

3. County Home Economics Extension staff

4. Other county Extension staff members

5. District Agents serving the district

6. All other Extension workers visiting program

7. Others

8. Let each know what new employees do

D. Introducing new workers to their new jobs

1. Review policies of program (see ENP policies)

a. Hours of work

b. Absenteeism

c. Integrity

d. Pay day and scale

e. Hand-out ENP policies

f. ENP objectives

g. Job descriptions for program assistant and program aide

2. Review objectives of program (see ENP objectives)

3. Review job description with program assistant and program aide (see ENP-1089)

E. Acquaint workers with ENP centers

1. Facilities

F. Start ENP workers on the job (training)

1. Expectations of workers

a. Actively participate in three weeks in-service training (see 15-day training plan outline)

b. Actively participate in regularly scheduled weekly on the job training program (1/2 day per week)

c. Participate in individual conferences and in groups where needs of working are similar

2. Duties of ENP assistants and program aides

a. Program assistant

(1) Take three weeks on the job training in preparation for their job assignments and to assist aides with their duties

(2) Employ two major methods of teaching

(a) home visits

(b) Group work

(3) Assist aides with planning at two levels

(a) Planning with the homemaker--time, date, and lesson

(b) Planning to teach--teaching plan and materials major emphasis on nutrition

(4) Make visits with aides

(a) Basis for further training program planning and observe on spot progress or weakness of aides

(5) Assist aides with group work

(a) Group formation (when members are ready) (see Suggested Outline for Group Size and Formation)

(b) Planning group work with: group members--lesson--time, date, place and mechanics of getting ready for a meeting in the home and when the meeting is not in the home

(c) Planning to teach--teaching plan and materials (major emphasis on nutrition)

(6) Assist aides in reporting

(a) Home visits

(b) Group work meeting

(c) Family records parts I, II and III

(d) Mileage reports

(7) Assist supervisor with training on jobs for which she is qualified

(a) Teaching - making visuals

(b) Some show how jobs

(c) Do and tell jobs

(8) Become acquainted with groups, agencies and organizations who take referrals. Be guided by policy on follow through

(9) Counsel regularly with supervisor on successes, weaknesses, personal problems of aides

(10) Assist aides in recruiting

(a) Volunteers for youth program

(b) Training volunteers

(11) Enroll and work with from four to five program families

(12) Assist aides in planning their work schedule for the best utilization of time and energy

(13) Plan a lay out for each aide on a time-work schedule for the group

(a) Program aide will perform duties specified assistance by program aides under items 1, 2, 3, 5, 6, 8, 10, 12. In addition to these aides will:

(1) Make visits to and teach homemakers and their families in their homes with major emphasis on nutrition

(2) Enroll and work with 100 homemakers during a 12 month period (these may be both enrolled homemakers in groups and on individual basis)

(3) Make referrals to program assistant

(4) Counsel with program assistant on their problems relating to their work and personal problems

(5) Schedule work daily to save time, energy and to reach and work with more homemakers

3. Teaching role of ENP workers

a. Give instructions which are

(1) Reasonable

(2) Complete

(3) Clear

b. A good teacher

(1) Tells what is to be done

(2) Shows how to do it (demonstration)

(3) Allows learner to do what has been told and shown--and learner explains what she is doing and why

(4) Tells again (repetition) asks questions for clarity

G. Follow-up

1. Observe and offer help frequently on work aides and work leaders are doing (that which was taught)

2. Less frequently as workers learn and progress

3. Level off to a definite frequency (see job description for certain items of frequency)

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Myrtle E. Garrett, Texas Agricultural Extension Service, Personnel Management Training, Expanded Nutrition Program, Texas A&M University, College Station, Texas, July, 1971.

CASE STUDY ON HIRING

The main job at the moment for the Associate Home Demonstration Agent, Mrs. Suede was to hire ten program aides and one program assistant in getting the Expanded Nutrition Program in Bliss, Texas into operation. As she was getting partially settled in her new office--she reflected the search for prospects for employment must get started right away. The agent remembered having heard somewhere that the newspaper was a good way for potential applicants to hear about new jobs. With this thought in mind, she called the Want Ads department of the town's local newspaper. The woman who took care of the Want Ads explained the rates charged and asked how the ad should read. The employer's reply was "Needed! Applicants between ages of 25 and 50 years to fill jobs with the Expanded Nutrition Program, salary reasonable--8 hours per day. Some experience in home economics desirable. For further information call NE4-1545 or come by ENP office, 124 South Shore Drive, Bliss, Texas."

The agent then waited for a flood of letters or visits to her office from applicants. But after three days, calls were received from only two potentials. She explained the job further to the two applicants, told them how to reach the office--one for the afternoon and the other promised to come by at 10 o'clock the next morning. Neither showed. Mrs. Suede consoled herself this way, "Well, things usually turn out for

the best." Looking over her notes again, her attention was called to others such as welfare representatives, directors of government housing, school people, ministers, and other individual community key leaders. She began calling these people and made appointments to explain her needs and the program in person. This method proved to be a slow process but began paying off in terms of getting applicants, particularly with key leaders, school people and ministers. Fifty-three applications were received for the eleven jobs.

The agent interviewed applicants in their homes to get some idea of their background and home situation and, most of all, to try to determine attitudes of workers toward the job for which they were applying and toward other people as well. Screening was completed. Applicants selected were notified, ten program aides and one program assistant, three with B.S. degrees, eight with education ranging from grades 8-12. After 15 days of intensive training, it was noted that one aide, Mrs. Finn, one of the 8th graders, appeared to be somewhat unhappy. She was often seen whispering to other aides in the group. Her work habits were poor. She was behind with her reports. She came in from 5 to 30 minutes late each day, and had her purse in hand, ready to go at 5:00. After six weeks work, she did not remember having been told that the work hours were from 8 a.m. to 5 p.m. She had not been able to hold a working visit when the program assistant or agent visited with her on four different occasions. Yet, she often told about the good ones she had been having when alone. On three occasions, the agent was not able to find the aide

where she was supposed to be working. Mrs. Finn reports mileage on her car and rides with another aide (her cousin). When asked about this, she declares this is not true (Mrs. Finn's husband has the car). She does not like being offered assistance from the program aide or the agent. Her usual remark is, "I understand." The program assistant finally asked Mrs. Finn to let her know when she was having another working visit. The following week when the aide was on her way out of the door, she remarked to the program assistant, "I am on my way to making a working visit. You can come with me if you want to." At the time the program assistant was busy with program records and did not go.

Prepared by: Myrtle E. Garrett, Program Specialist-Limited Income, Texas Agricultural Extension Service, Texas A&M University, for Personnel Management Training for the Expanded Nutrition Program, July, 1971.

PLANNING WORK ASSIGNMENTS

OBJECTIVE: Supervisors of ENP personnel understand the importance of helping those under their supervision plan work assignments.

TEACHING METHOD: Illustrated Lecture and Dialogue

Have you ever wondered why some people are efficient and productive on the job and why others are not? Could it be that the difference lies in planning? As a supervisor of people, you need to realize that some people know how to plan - lay out their work - and others do not possess this ability or skill. Therefore, one of your primary responsibilities as a supervisor is to help your employees become more productive by training them to plan their work.

Teaching Points

I. An Army slogan states: "Proper Prior Planning Prevents Poor Performance."

II. Another cliche emphasizes, "Plan your work, work your plan."

III. Success in any endeavor requires careful, diligent planning.

IV. What is planning - what does it mean to you?
   A. Planning is continuously looking ahead, prearranging the necessary details, and deciding on a course of action.
   B. Planning is thinking through, studying, or analyzing job situations, and deciding what to do.
   C. Planning involves thinking in the future with decisions for action based on factual knowledge and experience.
   D. Planning is projecting yourself into situations.

V. What is a plan?
   A. A map to action

VI. Why is the Extension Service concerned that you assist ENP personnel in planning work assignments?
   A. To insure the most economical and effective use of all its resources in achieving maximum behavioral change at minimum cost.
   B. In other words, your role as a supervisor is to create an environment that motivates ENP personnel to be productive while at the same time satisfying personal goals.
   C. In fact, to the extent that you can identify what it is that your employees want and then help them to achieve it through the work situation, you can achieve greater productivity.

VII. Values of Planning
   A. Facilitates change
   B. Permits logical decision-making
   C. Establishes priorities

D. Furnishes guidance and direction
E. Furnishes a bench mark for measuring success
F. Clarifies roles (who is to do what, when & where?)
G. Stimulates pride and morale
H. Involves others and provides coordination
I. Determine in advance resources needed to do the job
J. Eliminates (or reduces) wasted time and other resources

VIII. Effective planning is a function of discipline
A. Discipline has positive and negative dimensions.
B. To train, to instruct, to teach is to exercise positive discipline.
C. Why are some ENP personnel ineffective? Because they don't and/or can't plan.
D. Why don't and/or can't they plan? Because they haven't been taught how to do so.
E. Your job then, is to train them in the skill of planning.
F. If you do your job well, it will eliminate many potential problems and the need to exercise negative discipline.

IX. Levels of planning the the ENP
A. National - ES-USDA
B. State - Texas Agricultural Extension Service
C. Local
1. Associate Home Demonstration Agent is responsible for:
a. Teaching nutrition to program assistants and program aides.
b. Supervising ENP personnel. This includes training them:
(1) How to make contact visits
(2) How to keep necessary records
(3) How to keep monthly calendars
(4) How to develop a plan of visits and activities for the following week
(5) How to make a teaching plan
(6) How to teach others, etc.
c. Continually let your personnel know precisely what is expected of them, how many working vists, etc. per day.
d. Basic to teaching program assistants and program aides to plan is the skill of keeping a monthly calendar.
(1) Encourage program assistants and aides to think ahead of the homemaker to the time of the next visit and indicate this on her calendar by specific time on the scheduled day of the next visit.
e. To teach ENP personnel how to develop a weekly plan, have them to ask:
(1) What must be done? In other words, in translating from the calendar to the weekly planned worksheet, the aide will ask what homemakers am I scheduled to visit next week, what group meetings do I have scheduled, what contact visits will I be making, etc.
(2) How should it be done? In other words, the aide should be able to decide how the subject-matter will

be taught and other facts necessary to implement the work to be done.

(3) Where should it be done? This will be determined by the target area where the aide is working and the specific address of homemakers.

(4) Who should do it? the Aide will ask, " will I be making the visit alone or will someone else accompany me or will I be assisting with a method demonstration at a group meeting. If so, with whom will I be working?

(5) When should it be done? This will be determined largely by the times previously scheduled by the aide and recorded on her monthly calendar.

f. Require aides to make and submit (perhaps on Friday) a plan for the following week. It should include:
   (1) Working visits scheduled (by name and address of each homemaker) for each day
   (2) Nutritional problem to be addressed
   (3) Teaching method
   (4) Teaching materials needed, and
   (5) references

g. Require efficient use of office time. Require aides to use one to one and one-half hours each morning (time before each home visit) for planning and preparation of that day's activities.

2. Program assistant - A working leader or "straw boss", among other things, is responsible for:
   a. Reviewing weekly plans with each aide - assist aides in planning efficient use of out-of-office time and travel.
   b. Controlling work flow by having either
      (1) A sign-out sheet each day on which each aide indicates visits to be made that day, or
      (2) A work distribution board (or chart) showing where each aide is working. (homemaker's name, group meeting, etc.)
   c. Assisting aides with daily planning and preparation of materials.

3. Aides
   a. Plan with them, not for them.
   b. Advantages:
      (1) Will recognize their worth and self-direction
      (2) Will build ego and self-esteem
      (3) Plans will be more realistic and better conceived
      (4) Will gain their respect and acceptance of work assignments
   c. Aides should be required to utilize the time between 8 a.m. each morning and their first scheduled home visit for planning. This can be utilized to develop teaching plans, assemble resource material, make necessary preparations, complete reports, etc.

d. On Friday of each week aides should be required to submit their plan for the following week. Planning time should be allocated for this purpose on Thursday afternoon and/or Friday morning.
e. Supervisor and/or program assistant should be available for assistance as aides develop plans.

X. Good planning will:
   A. Keep the work force busy, productive and happy
   B. Reduce interpersonal tension and conflict such as jealousy, gossip and resentment and will create openness, trust and respect.

XI. Mutually acceptable follow-up procedures
   A. Ask each aide how she would like to be supervised.
   B. Let them know from the beginning that you have a helping-coaching-developmental attitude toward them; and to implement this you will periodically check and/or observe
      1. Weekly plans
      2. Number of bona-fide appointments i.e. homemaker there or gone at time of appointment.
      3. Nutritional teaching ability and effectiveness
      4. Mileage claimed in relation to planned work in specified target area
   C. Supervisor or program assistant should
      1. Occasionally drop in on an aides' scheduled visit, unannounced
      2. By reviewing aides weekly plan, advise her that you would like to observe such-and-such a visit next week.
      3. This will establish credibility of requirements and establish complete honesty in making plans.

REFERENCES

Management Course for Air Force Supervisors, How To Plan, AFP 50-2-10

Prepared by Dr. Gordon L. Dowell, Studies and Training Specialist, Texas Agricultural Extension Service, for Personnel Management Training for the Expanded Nutrition Program, July, 1971.

CASE STUDY

Mary Smythe is a program aide for the adult phase of the Expanded Nutrition Program in Blue County. She is a middle-aged homemaker and mother of three teenagers. Mary was hired because of her expressed interest in helping others, her financial needs and residence in an area of limited-income families.

Upon employment, Mary participated in the three-week training for new aides on much the same level as the other aides. After the initial training was completed, the program assistant made a specific effort to help Mary get into homes and learn how to make contact visits. After about a month, Mary was expected to do this on her own.

There were a lot of homemakers in Mary's area that worked away from home which meant they were only at home one or two days per week. After two months, Mary had enrolled very few homemakers. The associate home demonstration agent began to question her about the problem. She said she had been all through the area, and there were not any more people left to contact. However, she did not have her record of contacts up to date and could not verify her story with actual figures. In spite of this, she was given a small part of another area -- one she felt "has people at home and wants to be helped."

It was observed that Mary would go on one visit, return to the office, go on another visit later in the day and return to the office again. The agent counseled with her individually and with a group of aides concerning this problem. She would make visits all day as she was supposed to a few

days and revert back to the routine of staying in the office more than in the field. Mary is usually the last person to leave the office in the morning and the first back in the afternoon.

When Mary goes on working visits she often forgets equipment, recipes, etc. and makes frequent trips back to the office between contacts to pick up these items. She also has a high number of cancellations of working visits.

At the end of six months employment, Mary is working with only 48 homemakers. The other aides are aware of this and think it is unfair. Mary has become disillusioned and states, "homemakers just don't want you to help them."

Group Assignment:

1. What is the basic problem with Mary?
2. Is it her problem alone? If not, who else is involved in the problem?
3. From a supervisory standpoint, how could Mary be helped to be more productive?

Prepared by Dr. Gordon L. Dowell, Studies and Training Specialist, Texas Agricultural Extension Service, Texas A&M University, for Personnel Management Training for the Expanded Nutrition Program, July, 1971.

DAY-TO-DAY SUPERVISION

OBJECTIVE: Extension agents who supervise ENP aides understand the techniques of motivating, instructing, criticizing, and directing to achieve greatest productivity

TEACHING METHOD: Illustrated Lecture and Dialogue

Every supervisor has people-oriented problems to cope with each day. In fact, people in an organizational work-oriented setting make supervision necessary. However, as a supervisor of people, do you feel that you have more than your share of problem situations? If so, have you ever paused long enough to ask, why? Could it be because of your supervisory style? Let's assume for a few minutes that it is and examine how to keep ENP employees productive by exercising the supervisory skills of (1) motivating, (2) instructing, (3) criticizing, and (4) guiding actual work.

Teaching Points

I. Motivation
   A. Productivity on the job is the result of proper motivation.
      1. Motivation is largely the result of good supervision.
         Supervision defined:
         a. Supervision is a process of helping individuals to motivate themselves to their best performance in aiding them in achieving goals of the organization.
         b. Supervision is a process of working with people in a way that relates their energies so that they use all available resources to accomplish the purpose of the organization.
         c. Supervision has two major objectives:
            (1) To accomplish goals of the organization
            (2) To aid and abet the development of people
      2. To motivate people to perform a given task allows for two basically different approaches.
         a. First, you may force them to do what you want them to do by punishing them for failure to perform to your expectations. Punishment may take the form of a verbal "chewing out" like "that's not the way we do things around here", or, "don't let that happen again", or, "if you want to keep you job, you better shape up."
         b. The second alternative is to reward an individual when he does what you consider a good job in keeping with expectations.
         c. Punishment suggests failure.
         d. Punishment leading to feelings of frustration and failure should be minimized.

e. If given two alternatives, the use of punishment either by verbal statement or poor ratings, should be the second choice.
f. The use of reward, then, becomes the first choice
g. In order for something to be rewarding, it should be desired by an individual.

Use transparency of Ed Psy model

3. Let's look at some of the reasons people work.
   a. People work for money
   b. Some people work as a result of social pressure or as a result of need for social status.
   c. Psychological satisfactions that can be derived from the work setting.
      (1) People will work towards achieving something, hence they are motivated by success.
      (2) Recognition and additional responsibilities are satisfying to people.
4. Maslow: Hierarchy of Needs
   a. What is a hiearchy? The term implies a step-by-step arrangement or arrangements in a graded series.
   b. What is out most basic need? (Copy responses on chalkboard, then flip over tab 1)
   c. What do you expect is the next most important set of drives? (Copy responses on blackboard, then flip over tab 2)
   d. When people have satisfied, relaxed feelings about their physical wants and security, what then becomes important to them? (Copy responses from chalkboard, then flip over tab 3)
   e. Assuming physical, security and social needs are met in a reasonable way, what new set of unsatisfied wants begin to emerge? (Allow time for class response, then flip tab 4)
   f. What do you suppose is the last set of needs? (class response, then show tab 5)
5. We don't motivate people - people motivate themselvs
   a. You've heard it said, "You can lead a horse to water, but you can't make him drink," but "you can put salt in his feed, make him thirsty, so he will want to drink."
   b. If people motivate themselves, how do we as supervisors enter the picture? (Guided answer: Find out what needs out employees are striving to fill and then help them fill them.)
   c. Does this mean that as supervisors we forget about standards, productivity, dicipline, policies, etc. and go all out to meet employees needs? (Guided answer: No! It is possible to meet personal needs of employees in a reasonable manner and at the same time, meet organizational needs.)

6. Motivational Cycle
   a. Many of our actions are motivated by a feeling of loss of equilibrium or balance, and our efforts to regain it. (Project transparency of motivational cycle: 1-equilibrium, 2-imbalance, 3-awareness, 4-goal setting, 5-selecting behavior, 6-action to regain equilibrium)
   b. Many times in the course of a day we complete the cycle pictured here.
   c. How do supervisors fit into the motivational cycle to influence productive change?
      (1) The supervisor often finds that he must create the imbalance by communicating that something is wrong.
      (2) Gives aid in goal setting
      (3) Coaches and supports as the process moves toward selection of behavior
      (4) Evaluates action

II. Instructing
   A. When we give instructions in the work setting, we are communicating ideas of what we expect to be done. To be properly understood and motivate the employee to carry out our instructions depends on:
      1. What we say. In other words, is our message clear precise and to the point or is it garbled?
      2. How we say it. In other words, what tonal inflection do we give to what is said? What emotions do we show?
      3. Body language. In other words, what facial expressions and other non-verbal behavior do we manifest?
   B. Day-to-day supervision is greatly dependant upon the relationship between the supervisor and the employee. There should be a relationship of mutual confidence and trust and respect.
   C. Supervision is largely a communication process.
      1. Meanings are in people, not in words. As supervisors, do we use the one way -- telling or conveying process? Or, do we attempt to convey ideas and obtain understanding through feedback?
      2. Meaning comes from experience. Since people have different experiences, they attribute different meanings to the words or symbols that they hear.
      3. Understanding is frequently difficult to achieve because the direction may have one meaning to the supervisor, and another to the worker.
      4. Employees usually won't ask questions. They don't want to appear stupid.
   D. Characteristics of good instruction
      1. Good instructions are thought out before issued.
      2. Instructions should be aimed at the right employee.
      3. Instructions must be custom-made for the person.
      4. Good instruction should be positive and express clearly the ideas intended.
      5. When an instruction can be given in one simple sentence, don't use two.

6. Make the job sound important, not a ho-hum situation.
7. Always give reasons for instruction.
8. Obtain feed-back to determine what the employee understands. Do not ask, "Do you understand." Rather, "What do you understand?"
9. Never give instruction where the implication is that prospect for failure is high. Convince the employee that you have confidence in his ability to do the job.
10. When instructions are complicated or complex, put them in written form. Make them easy to follow.

III. Criticizing

A. To criticize an employees work is to verbally punish him. It is a form of negative reinforcement.
B. Criticism should always be constructive. That is, it should be designed to help the employee improve his work habits.
C. Criticism can take the form of an admonishment or a reprimand.
D. Criticism should always be related to job standards and expectancies.
   1. It becomes extremely important that job expectancies be clearly articulated to the employee at the beginning of employment and reinforced periodically. It is important that the employer receive some feed-back to determine whether the job expectancies are properly understood by each employee.
E. Failure to conform to job standards or outright violation or disobedience must be dealt with by the supervisor.
F. As indicated earlier, if the supervisor can utilize positive reinforcement or rewards in place of punishment in the form of criticism, the first alternative is the better in terms of motivating the worker.
G. The supervisor should deal with problem situations immediately. The unpleasantries of supervision cannot be put off. If an employee has violated some standard policy or expectation, deal with it promptly. Call the employee in for a conference and within a helping framework, create the imbalance necessary to cause the employee to be motivated to correct the problem.
H. A cardinal rule to follow is "criticize in private, praise in public."

IV. Directing

A. Directing has been defined as the activity of the supervisor in assigning work and guiding workers in the accomplishment of the organization's objectives.
B. Directing involves the on-the-spot supervision from day to day.
C. In the ENP program, it would involve reading the weekly plans of aides and seeing that they follow through with these plans by occasionally checking on their progress.
D. It will involve making home visits with them, checking mileage reports, assisting with preparation of materials and generally providing on-the-spot guidance to many of the activities.

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Prepared by Dr. Gordon L. Dowell, Studies and Training Specialist, Texas Agricultural Extension Service, for Personnel Management Training for the Expanded Nutrition Program, July, 1971.

TOOLS AT HAND TO EVALUATE THE EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM*

Evaluation should be an integral part of program development. Through the examination of program content and management operations, one can help identify the strengths and weaknesses of the program. This examination provides an opportunity to incorporate new and improved management techniques and program contents.

A review of program objectives is the basis for evaluation. It bears repetition that the purpose of the Expanded Food and Nutrition Education is to improve the dietary levels of low-income families through education and improved use of resources.

Objectives of program are:

- Increased knowledge and ability.
- Improved practices.

Increased knowledge in:

Nutrition

Meal Planning

Food Buying

Food Preparation

Improved practice in:

Storage

Sanitation

Management of Resource

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*By Nancy R. Boyd, Program Coordinator, Expanded Food and Nutrition Education Program, Home Economics, USDA at Texas Personnel Management Training for The Expanded Nutrition Program, July 19-23, 1971.

There are different methods to evaluate the program. Many of these are devised locally and they are most effective. Today, I would like to talk about some of the methods that can be meaningful on the national, state, as well as the local levels. But before we talk about program evaluation, let us recognize that the situation also needs to be evaluated. An analysis of the statistical data on the characteristics of program families can be a resource in identifying the program situation. Unit I of the national reporting system is a tool for evaluating and analyzing the situation.

REPORTING SYSTEM AS A TOOL FOR EVALUATING THE SITUATION

Unit Report Part I

Characteristics of Program Families

1. Part I of the County Unit and the State print-out can tell you:
   A. How to identify your audience.
   B. How to identify possible need for youth program.
   C. What kind of educational materials are needed.
   D. What ethnic food patterns are dominant.
   E. Which is the place to begin teaching.
   F. What types of resources are available.

Unit Report Part II

Unit Report Part II which contains the 24-hour Food Recall, the Family Income and the Food Expenditure Record can also be used as analytical tools the first six months and later as an evaluation tool.

Part II serves as an evaluation tool at four levels--

For the State Nutritionist:

1. It can identify types of inservice training needed by agents at the beginning of the program and it can help to evaluate how successfully the training was implimented the following six months.
2. It can forecast types of visuals and teaching materials for agents and aides.
3. It can identify the food groups in which states are deficient.

For the Supervising Home Economist:

1. It provides information needed to plan the working visit and the basis for evaluating what the aide is teaching.
2. It may identify a lack of skill in obtaining the food recall, or the ability to apply the food recall data in teaching.
3. It may identify some aides' lack of knowledge or subject preferences.

For the Program Assistant and Aide:

1. It serves as a guideline to plan working visits.
2. It identifies the homemakers' needs.
3. It provides an instrument for measuring family progress.
4. It reinforces the aides' teaching.
5. It helps to identify areas where additional training is needed.
6. Questions 5-13 help illustrate the change in the family's food habits.

For the Homemaker:

1. It shows change in the diet pattern.

Unit Report Part III

This is the monthly report on families and aides. This data or the State print-out can be compiled on the Unit Print-out Analysis graph. In this evaluation of the statistical data, it is suggested that the following items be compiled: (1) number of families in program at the first of month, (2) number of families in program added in month, (3) number of families left program, (4) number of families visited, and (5) number of aides at first of month. The statistical data needs to be assembled for each unit for a significant number of months (6-12). The change pattern in the statistical data are not easy to comprehend in their numerical form. The graph makes the change pattern visible and easier to analyze. The following questions will help to evaluate the data:

- How many are being visited--total families, newly added families?
- Are we losing families?
- Is it wise to add families when present enrollment is not being visited?
- Does the program show steady growth?
- Does adding aides correspond to a change in number of families enrolled?
- How do we account for change in number of families per aide?
- Can we increase program families while aides remain constant?

Other data can be added to the graph from a print-out to evaluate the status of the program such as:

- Number of non-program families being worked with.
- Youth belonging to program families enrolled in the program.
- Volunteers working with youth.

. Number of replacement aides to be trained.

. Number of families in food assistance program.

This tool can be used to help aides visualize and recognize program concerns and the program status.

Extension Program Aides Worksheet on Program Families

This form was developed by Extension Service as another tool for analyzing and evaluating family progress. Ideally, this form should be used shortly after the first food recall and repeated three months later. The ultimate responsibility of identifying and ranking the needs of families is the responsibility of the aide; however, the supervising home economist can assist. Nutrition needs are not isolated concerns of the family, they also have many other problems. This form helps to organize the aide's effort to work with each family individually.

It helps the program aide to evaluate:

. What has been taught to the homemaker.

. What needs to be repeated because the family has not adopted the practice.

. What services are needed from other agencies.

. What should be included in the work schedule for the next three months.

. When families are ready to move from the working visit method to the group method or to other Extension programs.

. Why the family dropped out or lost interest.

Family Logs

Family Logs are used by aides and home economists:

. To analyze the family's situation and needs.

- To evaluate aide's teaching pattern.
- To evaluate family progress.
- To evaluate other changes besides improved nutrition.

State Initiated Reports

The number of reports initiated at the state and county level has increased with program growth. The time involved in writing and analyzing logs has been a management concern. Because of this, some states have attempted to develop more concise methods for obtaining information. Maryland has developed a condensed form which puts the reported information in categories. This encourages the aides to plan ahead. It enables the aide and supervising agent to evaluate family progress at a glance. The aides estimate that reporting time was cut in half. The time spent in reading and commenting on logs has been cut from 4 to less than 2 hours per week. To supplement short reports, the aide writes a narrative at the time of the food recall.

EVALUATING FAMILY PROGRESS

Up to now we have discussed how family progress can be evaluated through the established reporting system. It can also be done informally. It is often done--

- By homemaker herself or members of her family.
- By program aides.
- By volunteers.
- By supervising home economists.
- By staff "appreciation sessions."
- By those who witness her new roles in the community.

- By advisory groups.
- By cooperating agencies.

Aides Ask Homemakers

In Oregon, aides ask homemakers who have been enrolled in the program for some time to evaluate their experience by the following questions:

- How have your meals changed in the past six months?
- What new vegetables have you tried and eaten more often?
- How do you prepare meat differently?
- In what different ways have you used donated food, or used your food stamps?
- How often do you shop?
- Do you use a list?
- Are you spending more or less or same amount? Is this different? If so, why?
- What did we do in today's demonstration that was most helpful?
- What else would you like to do? (It could be in a related subject matter area).
- If someone asks you about me, how do you explain my job?

By Program Aide

Family logs are used to record the family situation. It is used also to record the reaction to the learning experience. The working visit needs to be related to the homemakers' food recall and her nutritional needs.

By the Volunteer

Volunteers who work with the children of program families have an opportunity to observe family progress. This type of evaluation grows

out of a working relationship between the volunteer and the aide.

By the Home Economist

The home economist uses: family logs, statistical data which the aide has compiled and the "Extension Program Aide Worksheet on Program Families" as background information in identifying the family situation. Home and Group Visits are used to evaluate not only the aide's performance, but family progress too.

Appreciation Session

- It provides an understanding and appreciation of the roles of the professional, the aide, and the volunteer.
- The dialogue and the questions which develop during an appreciation session give deep insight into the relationship between aides, volunteers, and homemakers. It's an unstructured but important and totally valid evaluation method.

New Roles in The Community

As the families' food habits, appearance and home surroundings improve, they discover other areas of concern and need. There is a success story in one community as a result of growing interest on the part of EFNEP families. A planning committee was formed to survey and identify needs. One need was a playground for the children.

The committee contacted a landowner who donated land, fencing was provided through a fund-raising campaign, neighbors cleared the land, local businesses donated a swing set, and private families donated a volley ball set and picnic table. The play area filled a real need as children up to that time played in the street.

When families shoulder more responsibility--this is an indication of positive results and such incidents need to be included in the evaluation.

Advisory Groups From The Target Audience

Advisory groups should not be thought of as participants in planning only. They need to share in the evaluation. Here the validity of their suggestions or the failure to realize their proposals can be evaluated, through the careful study and explanation of the reports.

Resource Committee Composed of Other Agencies

This committee can help to evaluate the success or the short comings of the program from the point of view of other agencies.

AIDES' PERFORMANCE EVALUATION

It must be emphasized that if supervising agents want to be of assistance to aides, they must rely upon individual conferences and observations of home visits and group meetings. These occasions are of particular importance in evaluating the aides' performance.

Perhaps the most reliable source for performance evaluation is observing the aide on the job. It has been suggested that the supervising home economist make frequent home visits with aides and to different enrolled homemakers in the company of the aide. Following, are points that may help the home economist evaluate the aide's performance during a home visit and a group meeting:

Home Visit Evaluation Criteria

- How was the purpose of the visit accomplished?
- What relationship exists between aide and homemaker?

- How was the stage of development related to number of visits?
- Was there evidence of the learning experiences being put into practice?
- Was the teaching related to the homemakers' needs?
- What techniques were used and were they effective?
- Was the homemaker involved in the learning experience?
- Was the subject matter accurate?
- Did the aide or the homemaker involve others, such as children, neighbors in the activity?
- Was there interaction with you as a visitor?
- Were plans made for the next visit? If so, how were they made?
- Did the aides give the homemaker an assignment?

Group Meeting Evaluation Criteria (adapted from Oregon)

- Was the main purpose of the meeting accomplished?
- Was the purpose important to the group?
- How was the group involved in the lesson?
- How was personal involvement built into the lesson?
- How did the aide encourage participants to want to learn more?
- How did she introduce the subject?
- What was the general response of the participants?
- How was the group involved in determining followup sessions?
- What training could be provided to help the aide more effectively perform her work?

Performance Evaluation Form

Aides performance evaluation methods and forms differ from state to state. But their consequences are far-reaching and important. It

must be remembered that performance evaluation is evaluable not only for management but also for the psychological needs of the program aides, their need for a sense of security, for recognition of accomplishment, and constructive criticism. In order to resolve the uncertainties and possible misunderstandings between the aide and the supervisor, evaluation sessions must be scheduled at regular and pre-set intervals. At such sessions, the supervisor must act as counselor and not as judge. If a 6-month or annual evaluation identifies unsatisfactory performance, the supervising home economist should provide opportunities for the aide to change her performance. This situation may require counseling and a re-evaluation within a 3-month period.

A systematic performance evaluation can benefit both the employee and the employer in the following ways:

1. Two-way channel of communication will be established.
2. Aides will be more effective and more efficient.
3. You will be able to arrive at an unbiased rating.
4. Morale will be better.

Team Visits by State Staff

Team Visits should:

1. Provide a more detached and objective evaluation of a given program including the youth and adult components.
2. Provide an opportunity for the performance evaluation of professionals as well as aides.

Evaluation must become an integral part of each unit activity. The reporting system becomes more meaningful when it can be used to analyze and evaluate program progress.

DIRECTIONS
for
Record of Program Family Visits

1. This form is to be used as a continuing record of every visit with a program family.

2. What was done at each visit should be recorded in the proper column.

3. Any activity involving agency referral should be reported in the proper column.

4. Plans for next visit should be recorded after each visit or after conference with Supervisor.

5. These forms should be reviewed by the Supervising Agent, with comments made as now done on logs.

6. A line should be drawn across the page after the record of each visit is completed.

DIRECTIONS
for
Record of Group Meetings

1. This form is to be used as a continuing record of work done with a group.

2. What was done at each meeting should be recordad in the proper column.

3. These forms should be reviewed by the Supervising Agent, with comments made as is now done on logs.

4. A line should be drawn across the page after the record of each visit is completed.

5. Space is provided on reverse side of record for the listing of those attending each meeting and identification of program or non-program families.

DIRECTIONS
for
Daily Report

1. One of these forms is to be filled in by each aide every week.

2. The amount of time spent on each activity each day should be entered in the proper column.

3. Names of families visited and/or location of group meeting held should be listed in spaces provided.

SAMPLE COPY

RECORD OF PROGRAM FAMILY VISITS

Family _____ Aide _____

County _____

Date	What Was Done	Referral sent to Agency	Special Concerns of Aides	Comments of Supervising Agent	Plans for Next Vis
12/10/70	Explain Food Stamp Program. Homemaker tried unsuccessfully once before. I believe she now qualifies, but she is not sure she wants to apply again.		Husband drinks heavily	Keep trying!	Demonstrate ho to mix and use dried milk
12/16/70	Demonstrate dried milk and compare the cost of it with fresh milk. Children like it. Talked about Mrs. D. getting food stamps. She says she is willing to try to get them again.			Fine. Let me know how she makes out.	Take Mrs. D. to Dept. of Social Service to apply for food stamps.
1/6/71	Baby seriously ill. Could not work with Mrs. D. today because of this. Suggested Mother take baby to clinic for treatment.			Did Mrs. D. take baby to Clinic? What was wrong with her?	Same as above.
1/13/71	Finally was able to take Mrs. D. to Dept. of Social Services to apply for food stamps. She did qualify and will pick them up in two weeks.		Mrs. D. has transportation problem.	Can the new OEO Emergency Food + Medical program help with this transportation problem?	Take Mrs. D. on shopping tour of grocery store.
1/19/71	Had suggested tour of grocery store. Mrs. D. amazed at savings possible with careful shopping. Mrs. D. very much interested in nutritious selections.		I cannot see how could it have come training in this?	OEO see how the other steps have helped them. Maybe we can have some training sessions for these people to take advantage of.	

RECORD OF PROGRAM FAMILY VISITS

Aide _____

Family _____

County _____

Date	What Was Done	Referral sent to Agency	Special Concerns of Aides	Comments of Supervising Agent	Plans fo Next Vis

RECORD OF GROUP MEETINGS

Group _____

Aide _____

County _____

DATE	WHAT WAS DONE	Special Concerns of Aides	Comments of Supervising Agent	Plans for Next Visi

ATTENDANCE AT GROUP MEETINGS

Name	✓ if program family	DATES					

Name of Aide _____

Week of: _____ County _____

TIME-ACTIVITY REPORT
EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM

PROGRAM ACTIVITIES (Time Spent)	MON.	TUES.	WED.	THURS.	FRI.
Training					
Preparing records and reports					
Preparing for work with homemakers					
Conferring with supervising agents					
Making contact home visits					
Making working home visits					
Working with groups					
Making telephone calls to homemakers					
Receiving telephone calls from homemakers					
Traveling					
Total hours worked					

MONDAY

Names of Families Visited:

_____

_____

_____

_____

Location of Group Meeting:

_____

TUESDAY

Names of Families Visited:

_____

_____

_____

_____

Location of Group Meeting:

_____

(over)

WEDNESDAY

Name of Families Visited:

_____

_____

_____

_____

Location of Group Meeting:

_____

THURSDAY

Names of Families Visited:

_____

_____

_____

_____

Location of Group Meeting:

_____

FRIDAY

Names of Families Visited:

_____

_____

_____

_____

Location of Group Meeting:

_____

_____

Aide's Signature

KEEPING EMPLOYEES PRODUCTIVE THROUGH
EMPLOYEE PERFORMANCE APPRAISAL*

OBJECTIVE: Supervisors of ENP personnel understand the reasons for appraising employee performance and techniques for conducting the appraisal interview.

TEACHING METHOD: Controlled Discussion

TEACHING MATERIALS: Overhead Transparencies

Introduction

Have you ever asked an employee of some firm, other than your own, how he was doing on the job? Too often the reply is: "I guess I am doing okay; the boss hasn't chewed me out lately. I assume everything is going fine so long as I don't hear differently."

Employees need to know explicitly how they are doing, if they are to be most productive. However, before a supervisor can objectively and accurately tell an employee how well he is doing, two actions must precede the performance appraisal. One, the employee must know exactly what he is supposed to be doing--a job description. Two, he must know how well the assigned duties are to be performed--a standard of performance.

I. Performance appraisal serves these purposes:

   A. Results in better performance by both rated and rater.

      1. Appraisal interview points out things which improve both.

   B. Provides basis for

      1. Promotions

      2. Transfer

*Kenneth Wolf, Extension Economist - Agribusiness, 1971

3. Release

4. Salary adjustments

5. Special training

6. Career development

Teaching Points

II. When do you tell a worker how he is doing?

A. Successful supervisors appraise an employee's work performance on a continuous basis, making corrections and expressing compliments as the specific situations occur. This is a must, but it is not enough. Periodically, a supervisor should conduct a performance appraisal interview with each worker. The most popular interval for such interviews is on an annual basis. The best results are obtained when the interview is made a dignified occasion; it should have the aura of an important event. It is.

III. Conducting the interview

A. An employee record card, kept by the supervisor, is a very convenient tool. It allows the supervisor to jot down specifics (good and bad) on a worker's performance as they occur during the year. This kind of data is needed in making the performance interview meaningful.

B. Allow plenty of time for it.

1. Arrange the interview schedule so that the interview will not have to be rushed. Make the appointment with the worker a sufficient time in advance, and let him know th purpose of the interview. Employees do not like short-notice appointments on such a vital subject.

C. Permit no disturbances during the session.

1. Not only do disturbances cause loss of train of thought, but they detract from the dignity of the occasion as well.

D. Begin the interview by pointing out strengths.

1. Be very specific. A positive tone at the start prevents employee from building mental defensive barriers which are hard to tear down later in the interview.

E. Let employee talk.

1. Be a good listener. Do not interrupt. Don't argue. Control temper regardless of the turn of the interview may take.

F. Offer suggested solutions to personal problems sparingly.

1. Be able to suggest capable counselors for specific personal problems. Few supervisors are capable of in-depth interviewing on personal problems.

G. Point out areas of work where employee can strengthen his performance.

1. Be very specific. Generalities here will not suffice; they do far more damage than good. Be constructive, and outline a possible approach for employee to follow in improving.

H. Let employee say how he would like to be supervised.

1. Each worker is different; thus each requires different handling. This can be a most fruitful discussion, if properly conducted.

I. Ask employee for ideas on how the organization can be improved.

1. If an idea is adopted from the discussion, be quick to give credit to the suggester. Then he just might have another one the next time.

J. Terminate the interview on a note of friendliness, enthusiasm and challenge.

1. Right here is where the best leadership traits are manifested by the supervisor.

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THE PERSONAL EXAMPLE

OBJECTIVE: To understand the importance of personal example in supervision.

TEACHING METHOD: Lecture and Discussion Materials: Overhead Transparencies

Introduction

To be an effective leader, a supervisor should have an understanding of (1) the individuals under her supervision, (2) the group under her supervision, and (3) how effective leadership is connected to an understanding of individual and group behavior.

Teaching Points

I. The individual

A. From birth onward the individual is conditioned to respond in socially determined ways.

1. The individual learns group-defined ways of acting and feeling, and he learns many of them so fundamentally that they become a part of his personality.

2. This process of building group values into the individual is called socialization.

B. Through socialization, one becomes a functioning member of his group - be it the family, a club, an organization, or a society.

1. Through socialization, then, we learn habits, ideas, attitudes and values.

2. Socialization is a continuous process from birth to death, but it does occur at a decreasing rate.

3. Sources of socialization

a. Childhood socialization

(1) Family

(2) School

(3) Peer groups

(4) Mass media

b. Adult socialization

(1) Loved one

(2) Children

(3) Employer

(4) Friend

4. Anticipatory socialization

a. Preparation beforehand for an expected or hoped-for future role (training to be a teacher).

b. Change in roles because of promotion or transfer may leave some individuals inadequately prepared for assuming the new role. One example of this is found in The Peter Principle.

II. The group

A. No man is an island unto himself. The nature of our work suggests that we will continuously have social contact with other persons.

1. If we were an island unto ourselves, we would be concerned primarily with the laws of nature.

2. However, since we do live in an organized society, we must we concerned with both the laws of nature and the laws of society.

3. Socialization, then, teaches us our role in social interaction with other persons in our society.

4. Social interaction is merely action and reaction among people.

   a. Behavior is different depending on the role we play in a given situation because an individual's behavior takes into account the expectations of the other persons involved in the social interaction. That is, we adjust our behavior according to what we think others' expectations are.

   b. "Roles" as used in sociology can help us understand social interaction.

      (1) A role is a pattern of expected behavior associated with a distinctive social position (for example: mother, teacher, supervisor).

      (2) Most roles specify the rights and duties belonging to each particular social position.

      (3) Most roles are more complex than they appear at first glance.

      (4) Each of us has many roles to perform daily -- wife, mother, chauffeur, supervisor. The role we wish to discuss is your role of supervisor. (For this discussion, we will consider supervisor and leader to be synonymous).

III. Leadership

A. There are two types of leadership.

1. Formal: originating at the top of an organizational hierarchy and flowing downward therein through the process of delegation (For example: each of you are formal leaders).

2. Effective: acceptance of exercise of leadership by those who are subjected to it.

   a. Formal leadership and effective leadership are not necessarily related. That is, a formal leader may not be an effective leader, and an effective leader may not be the formal leader.

   b. However, there is no reason why you -- the formal leader -- cannot be an effective leader.

B. Factors which are related to "effective" leadership

   1. Work

   2. Setting

   3. Work group

   4. Management

      a. Effective leaders are employee-centered

         (1) Interested in the workers

         (2) Understand workers' needs

         (3) Recognize abilities

         (4) Keep them informed

      b. Personal Example

C. Findings of effective leadership research

   1. Individual wants to feel secure.

   2. He wants approval when it is pertinent.

   3. He wants to know what to do and what is expected of him.

   4. He wants a sense of participation.

   5. He wants consistent discipline.

   6. He wants to be treated fairly and justly.

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Prepared by Howard Ladewig, Assistant Sociologist, and David C. Ruesink, Sociologist, Texas Agricultural Extension Service, for Personnel Management Training for ENP, July 1971.

WORKING LEADER

"The Key Link in the Action Chain"

A new term for program assistants has been introduced in this training--"Working Leader." Feedback from you indicates that there has been some conflict or misunderstanding about the role or responsibility of a program assistant. You have said:

- Some feel that they are the supervisors.
- They want to "call the plays."
- Authority--agent vs. employees

We discussed this situation with Mr. Wolf and came up with the concept of the "Working Leader."

What is a working leader? Working leaders are found in all large-scale production organizations and businesses. The position came into being as an extension of the foreman's arms. It was learned early during the Industrial Revolution that a supervisor (foreman) could be most effective if he had one person on the work scene with each group of workers, a person who was a top producer but who was also a good teacher and trouble-shooter. This permitted supervisors (foremen) to devote more of their time to the broader aspects of supervision.

These are the characteristics which identify a working leader:

1. Most of their time is spent in helping line workers in the details of their work. They are the on-the-spot teachers.
2. Their planning responsibilities entail assisting supervisors in laying out work of workers.
3. They have responsibility for seeing that work plans are carried out by workers.

4. They are not identified with management but with the work force.

5. Their highest skill is technical not supervisory.

6. Other titles which are used to describe working leaders are "lead man," "straw boss," "crew chief."

Prepared by Mr. Kenneth Wolf and Mrs. Florence W. Low, Texas Agricultural Extension Service, Texas A&M University, for Personnel Management Training for the Expanded Nutrition Program, July, 1971.

THE ART OF DELEGATION*

OBJECTIVE: Supervisors of ENP personnel understand the necessity of delegating authority and responsibility and how to better achieve it.

TEACHING METHOD: Illustrated Lecture

MATERIALS: Overhead Transparencies

Introduction

If you are getting further and further behind on your work, or if you seem to never have time to do those things you think you ought to do, you may be one of those many supervisors who have not completely mastered the art of delegation.

Teaching Points

I. What is Delegation?

A. Delegation is the sharing of one's authority and responsibility with another.

1. Is necessary when there is a supervisor and one worker, or one leader and one volunteer worker.

a. Gets more complex each time an additional worker is used

b. Still more complex when operations entail the use of many committees.

2. Extension is the type of endeavor that calls for masterful delegation of authority and responsibility.

*Kenneth Wolf, Extension Economist - Agribusiness, 1971.

a. Reason is that we don't have many workers under us, instead, we have to rely on committees.

II. Why delegation is hard -

A. Afraid mistakes will be made

1. They will - takes patience

a. End result is that employee will become more efficient than delegator, if done right.

B. Delegator hesitates to turn loose of something he enjoys doing.

1. We feel so secure in doing details - is an escape from the rigors of managing

2. New duties arising in the organization are much easier to delegate than ones now being done by delegator

C. New performer is not likely to do the tasks the same way as the delegator did them

1. Delegator is likely to judge results prematurely

III. Masters at the art of delegation consider these points to be of utmost importance

A. Every employee or volunteer worker knows specifically those duties for which she is responsible

1. How well they are to be performed

2. How her job fits into the whole

3. How well she is doing

B. Assign duties in keeping with each individual's qualifications

1. Recent study showed that absenteeism (sickness) was directly related to employees' feelings of insecurity in

their ability to do their job

2. Build jobs by grouping related duties - then employ or assign volunteer person to fit the job
   a. Don't hire a person and then build the job around her!
3. Responsibility must be accompanied by enough authority to get the job done
   a. Idea of balance
4. Organize jobs so that decisions can be made at the lowest possible level in the organization
   a. Speeds up activity
   b. Gives employees feeling of importance

C. System of accountability must be set and understood by all
   1. Control cycle idea

D. Follow chain of command (lines of authority)
   1. This means a clean-cut organizational structure
      a. One supervisor at all levels
         (1) Draw a chart - be sure it is understood
         (2) Deviate only in emergency

IV. A few symptons of the supervisor who has not learned the art of delegation

A. Bottlenecks

B. Lines of people waiting to see one person

C. Slow in returning phone calls

D. Is consistently behind on paper work

E. Employees refer to the organization as they, she, them, their -

not we, our, us

F. Things almost cease to function if agent is sick

1. Here is where internal coordination of county Extension office activities really pays off.

G. Untidy office and waiting room

H. Agent who frequently finds herself doing more and more detailed work

V. General Points

A. One mark of the top agent is that she can be gone and she will hardly be missed.

B. The day that an agent's value was determined by how many people visited or called her for advice during the course of operations has long passed. Her real worth today is determined by how well she has given leadership to organizing activities which meet the needs of the people in the county.

C. Encourage subordinates to bring solutions, not just problems

1. This takes real leadership (completed staff work concept)

a. Employees must be trained in this philosophy

VI. Closure

The agent who says she is too busy to find ways for becoming less busy will always be in that situation.

There is an old Chinese saying which says, "Give a man a fish, you feed him for a day; you teach him how to fish and he feeds himself for the rest of his days."

Only through delegation are agents able to manage! It must

be learned - every organization must reexamine its entire organization and policies at least each year for possible streamlining, if we are to progress.

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